

Summarised inspection findings

Comrie Primary School

Perth and Kinross Council

25 November 2025

Key contextual information

Comrie Primary School is a non-denominational school with a nursery class serving the Comrie community. The senior leadership team is led by the headteacher who has been in post for six years, for four of those years this was in a shared headship role. She is supported by one principal teacher who has a class teaching commitment. The headteacher has overall responsibility for the nursery class, supported by the principal teacher who has a class teaching commitment.

Almost all children reside in Scottish Index of Multiple Deprivation deciles 6 to 9. The current roll is 102 children organised across five classes. In the nursery there are currently 23 children enrolled. In September 2025 30% of children were recorded by the school as requiring additional support with their learning.

2.3 Learning, teaching and assessment	satisfactory
This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are: ■ learning and engagement ■ quality of teaching ■ effective use of assessment ■ planning, tracking and monitoring	

- The headteacher and staff work together effectively to create a welcoming, friendly and nurturing ethos for children and families. Children engage positively with the recently revised school values 'I CAN' (inclusive, creative, ambitious and nurturing). Staff promote children's rights throughout the school and discuss these during assemblies. All classes have created charters which are linked to the rights of the child. Almost all children are polite and respectful towards each other, staff and visitors to the school.
- Overall, behaviour across the school is positive. Staff work together effectively to ensure positive relationships form the foundation of their approach to behaviour. Staff have considered well the impact of learning environments on children. They have developed calm spaces in classrooms and in other areas of the school which children access when necessary to regulate their emotions. Teaching and support staff collaborate well to promote a consistent approach to responding to children who display dysregulated behaviour across the school. Where behaviour is a barrier to learning, staff support children to use visual prompts, social stories and de-escalation strategies with increasing effectiveness. This is helping children to overcome specific barriers to learning and engage more fully in class activities. Staff should continue to strengthen the approaches to further support the social and emotional needs of all children.
- Most children demonstrate a positive attitude to learning. Most children work well in pairs, small groups and independently. This enthusiasm for learning is evident when the tasks are well matched to children's needs and abilities. In a few classes, the pace of learning appropriately reflects the needs of children. Children become disengaged when tasks are not sufficiently challenging, or too much time is given to a task. To minimise low level disruption and best meet the needs of all children, the headteacher and staff should consider the pace and the level of challenge provided in learning across the school. Staff should ensure that all learning time is maximised to support increased levels of engagement.

- Teachers share clear instructions and explanations in almost all lessons. They make clear links to prior learning which supports children well to develop their understanding and build on learning from previous lessons. Children are beginning to understand the link between class activities and the development of skills for life, learning and work. Most children understand the purpose of their lesson and what they need to do to be successful. In a few lessons teachers co-construct the steps to success with the children. Almost all teachers make effective use of questioning to check for understanding. A next step for teachers is to develop questioning that will encourage children to extend and deepen their thinking.
- Most teachers provide children with opportunities to self-assess their work. In a few lessons, teachers provide effective feedback to children to help them make progress in their learning. Staff use an online platform to share learning with home regularly. Staff have identified that they can further develop this tool to provide appropriate next steps for children. Teachers now need to provide children with more frequent and specific verbal and written feedback. This should help to support children further in their understanding of what they are doing well and their next steps in learning.
- Staff use digital technology, such as interactive whiteboards, well to support their teaching. Children access digital devices regularly to support and enhance their learning, including children who require additional support with their learning. This includes activities such as consolidating learning in spelling or learning new skills such as coding and programming. The headteacher should now create and implement a clear and progressive digital learning pathway. This should support teachers to ensure children develop digital skills progressively across all stages.
- Staff recognise the importance of learning outdoors. They are particularly aware of the positive impact this can have on children's engagement and wellbeing. Children in P1 and P2 learn outdoors weekly. This session, the focus has been on using the outdoors to apply their 'learning dispositions' such as developing their teamwork skills. Children in P3 to P7 enjoy a block of outdoor learning to develop practical skills through experiences in the natural environment. These experiences enhance learning, motivate children, and provide meaningful opportunities for them to apply their skills in different contexts. The headteacher and staff should now develop a progressive skills pathway to ensure children experience outdoor learning that is planned well and coherent.
- Staff are beginning to provide children with a range of learning experiences through play at early level. Approaches include a balance of teacher-led and child-led activities. Teachers should ensure all activities consistently provide support and challenge for all children. Teachers should continue to engage with national guidance to further develop their understanding of planning for quality interactions, spaces and experiences.
- All staff have helpful and accurate information of the individual needs of children. The headteacher meets with teachers to discuss the progress of children three times per year. Staff should further develop this approach to ensure clear next steps are identified for all children, including those who require additional challenge in their learning. Staff use national standardised and summative assessments to gather information on children's progress. The headteacher now needs to support teachers to make more accurate judgements about children's levels of attainment across the school. Teachers need to use assessment information more effectively to support their understanding of children's progress. This should further support teachers to set work at the right level of difficulty more consistently across the school.

- Teachers engage in moderation activities for literacy and numeracy within the school, which is beginning to support their understanding of national expectations. The headteacher and staff should now develop opportunities for more formal moderation opportunities to work with colleagues outwith the school. This will support staff to develop their shared understanding of national standards across the curriculum.
- Teachers plan over different timescales referring to local authority frameworks for all curricular areas. They use these frameworks to inform their short-term planning appropriately. Assessment information about children is gathered through a range of methods, but it is not consistently used to inform teachers' planning. Staff need to review and streamline planning approaches to ensure all children experience learning which supports them to develop a range of skills across all areas of the curriculum. Staff are beginning to seek the views of children to identify areas of interest to inform planned learning in whole school learning contexts. For example, in P6 have chosen to look at Comrie in the past. Teachers plan well for children who require support with their learning.
- Staff are at the early stages of monitoring the impact of planned interventions to support children make progress in their learning. The headteacher and staff now need to evaluate all interventions used to support children. This should include using this data to identify gaps in learning clearly and to plan next steps to support this. This will allow them to identify which interventions are having the greatest impact on raising children's attainment and accelerating progress.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, attainment in literacy is good. Across the school, most children are on track to achieve expected national standards in reading, writing, listening and talking. Attainment in numeracy is good at early level and satisfactory at first and second level. Children's attainment data in numeracy is not always accurate. Staff need to engage further with national Benchmarks when making judgements on children's progress and attainment. Most children at P1 achieve early level in numeracy. At P4 and P7, the majority of children achieve expected levels in numeracy. Across the school, a few children could be achieving more in both literacy and numeracy.
- Most children who require additional support in their learning are making good progress.

Attainment in literacy and English

- Overall, most children are making good progress in literacy and English.

Listening and talking

- Most children at early level share their ideas and thoughts confidently. They are at the early stages of being able to take turns and listen to the views of others. At first level, the majority of children contribute well to group discussions and observe social cues. The majority of children speak confidently in front of others and express their opinions. A few children would benefit from opportunities to develop these skills further. Most children at second level show respect for the views of others. They lack confidence when building on the contributions of their peers.

Reading

- Across the school, most children enjoy reading for pleasure. They have access to a wide range of books in the school library and individual class libraries. They would benefit from access to a wider range of non-fiction texts.
- At early level, most children use their knowledge of phonics to read simple unfamiliar words. They use picture clues and illustrations to read stories and make predictions. Most children attempt to spell unfamiliar words. At first level, the majority of children read fluently and explain their preferences for reading genres and authors confidently. They decode unfamiliar words by locating and pronouncing letter patterns and blends. A few children need support to use punctuation correctly when reading with expression. Most children at second level recognise the techniques used by authors to influence and engage the reader. Most children respond to and understand literal and evaluative questions. A few children need to develop further their reading skills to answer inferential questions. A few children require to read with increasing expression and confidence.

Writing

- Across the school children write regularly for different purposes and audiences. At early level, most children create sentences using capital letters, full stops and finger spaces accurately. They explore and use sounds, letters and words to help them write independently. At first level the majority of children write well across a range of genres. They are developing their knowledge and use of a range of punctuation and should continue to extend and apply this to their writing. Most children at second level write well in a range of genres and styles. Most children recognise figurative language such as similes, metaphors, alliteration and onomatopoeia. They now need to apply and use a wide range of punctuation more effectively in their writing. Across the school, most children need to improve the quality of their presentation of written work.

Numeracy and mathematics

- Overall, the majority of children are making good progress from prior levels of attainment in numeracy and maths. A few children at all levels could be achieving more.

Number, money and measure

- At early level, most children count, sequence and understand number stories within 20. They count on and identify the missing number in a sequence accurately. They are developing an awareness of time. At first level, the majority of children round numbers to the nearest 10 and 100. They are not yet confident when calculating addition and subtraction of two-digit numbers. The majority of children at second level round numbers confidently to the nearest whole number. The majority of children read, order and sequence numbers up to one million. They calculate well simple time durations and money problems. They lack confidence in multiplying and dividing large numbers and are unsure of decimals, fractions and percentages. Across the school most children are developing well their knowledge of comparing measurements with estimates. Across first and second level children require further support to use mental strategies and would benefit from revisiting previously taught concepts regularly.

Shape, position and movement

- At early level, most children recognise and sort common two-dimensional (2D) shapes and three-dimensional (3D) objects. At first level, the majority of children describe a range of 2D shapes using appropriate vocabulary. The majority of children at first level are beginning to identify 3D objects using mathematical vocabulary. At first level, children show a good understanding of right angles. They need to consolidate their understanding of symmetry. At second level, the majority of children explain and describe confidently a range of angles. They are not yet confident in using complimentary and supplementary angles to calculate missing angles. They understand area and perimeter.

Information handling

- At early level, most children interpret simple graphs, charts and signs and use tally marks accurately. At first and second levels, the majority of children gather, display and extract key information and answer questions correctly from a range of graphs. At second level, children describe how to gather information and represent this in a range of formats. Across the school, children should develop further their skills in using information technology to display and interpret information.

Attainment over time

- Over time, children's attendance is consistently in line with the national average. Currently, children's attendance across the school is 93.8%. Approximately 12% of children have an absence of 10% or more. The headteacher monitors closely the absence and lateness of individual children. She is proactive in understanding the reasons behind children's individual absences. She works effectively with partners to support families to improve attendance rates. Staff make good use of a local charity and the community link workers to support children's

attendance. The headteacher highlights to parents how attendance and timekeeping affects children's attainment and wellbeing.

- Staff gather a range of information about children's progress over time in literacy and numeracy. Teachers track the progress individual children make within Curriculum for Excellence levels for literacy and numeracy. The headteacher should now support staff to identify when children have achieved a level more accurately. This should help provide more robust information about children's progress. The headteacher and staff should now work together to simplify the information they have on children's attainment. This should help staff identify more clearly progress over time for individuals and cohorts of children. Overall, attainment is improving in literacy and mathematics from P1 to P4 but this slows down as children progress to P7. This is particularly evident in numeracy and mathematics.
- The headteacher and staff meet regularly to monitor children's attainment and progress in learning. Teachers work well with support for learning colleagues to plan targeted interventions for identified children.

Overall quality of learners' achievements

- Staff celebrate and recognise children's progress and achievements through rewards at assemblies and through learning journals. Staff track children's wider achievements and encourage children to take part in a range of lunchtime and after school clubs. A wide range of clubs are on offer such as netball, football, choir, bikes, comic and netball. These are helping to build children's confidence and self-esteem effectively. Staff also provide children with opportunities to take part in leadership groups and Friday masterclasses. Children can select to adopt leadership roles such as inclusion ambassadors, peer mediators, sustainability champions and the pupil council. These provide children with meaningful ways to develop their skills of working together, communication and leadership. Children work well with local businesses to enhance their skills for life. For example, they are well supported in breadmaking by a local bakery. Children recently took part in a well-received intergenerational project with local care home where they made music together.

Equity for all learners

- The headteacher and staff know the needs of their children and families well. They understand the socio-economic context of their community. Staff and parent group work closely with parents to support families providing access to recycled uniforms. Staff support parents to meet the cost of outings to allow all to participate. These approaches are helping to provide equity of opportunity for all children.
- Comrie Primary School receives a small amount of Pupil Equity Funding (PEF). The headteacher consults the Parent Council on the use of PEF spend annually. The headteacher uses PEF effectively to provide additional staff across the school. They provide a range of effective interventions to support targeted children to improve their learning or social and emotional wellbeing. There now needs to be clearer evaluations to measure the impact of these interventions on learning and social and emotional needs. Community link workers provide good support to help a few children engage in learning. Staff should now take steps to show how interventions are raising attainment and accelerating the progress of children adversely affected by their circumstances.

Other relevant evidence

- Children receive their full entitlement to two hours of quality physical education (PE) each week. Due to limitations of the accommodation staff make use of outdoors and the local church for PE.
- Children learn French in a planned and progressive way as they move from P4 to P7. However, due to staffing difficulties children do not receive their entitlement to a second language.
- Children are receiving their entitlement to religious education and observance in line with national expectations.
- There are concerns about the suitability of the learning environment for staff and children. Classes outwith the main building are very cold. Connectivity across the school is very difficult and is limiting children's development of digital learning.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.